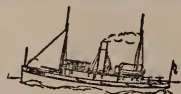






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EIGHTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF SWAMPSCOTT,

FOR THE

YEAR ENDING FEBRUARY 29, 1860.

LYNN :

H. S. COX, PRINTER,—REPORTER OFFICE,

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1860.

REPORT OF SCHOOL COMMITTEE.

The School Committee of the town of Swampscott respectfully submit the following

REPORT :

FELLOW CITIZENS: — Another school year has transpired, and it becomes our duty and pleasure to submit for your consideration the eighth annual school report.

We have the honor of representing the gravest interest of the town, and hence we are the more solicitous so to review the past school year, as that you may receive a distinct and correct impression of the several schools under our care, as to their history, condition and prospects.

History. — A very minute journal, kept by each teacher, describing the events of each school day, and the daily life of the pupils in every department, would be such a history. The nearest approach to this is the record of attendance actually made each day, in each school-room. These registers are in fact a synopsis of the school life of all our children.

With a practised eye, one may determine, with a good degree of accuracy, the character and success of each pupil; for upon a regular or irregular attendance depends, in an important sense, the position of such pupil. Thus, upon the pages of these registral documents, we read the history of our school children. There we find the name, the age, the attendance, the general deportment of these scholars. If opposite a given name we observe the letter “a,” and often repeated in the course of the term, we know, at once, that such a pupil is very neglectful of his school privileges,

or he is unfortunately situated at home, from illness or necessary detention. We must not expect much of that scholar. But if opposite a second name we find this significant letter "a" but rarely, there we may expect to find such a scholar making progress in all his studies.

As the sessions of the year pass on, and we make a careful inspection of these records, we may often prejudge the condition of each pupil, making suitable allowance for capacity, attention and industry. These things being equal, we have a right to expect more of a regular than of an occasional pupil. It is not, however, to be lost sight of, that a relative or proportionate progress is far better than none at all; and that it is much better to learn something than it is to be entirely ignorant.

The school register, then, has a depth of meaning, to an intelligent eye, that would be overlooked by one who saw in it only the time-table of the teacher. In brief, then, the several registers of the several schools are the only authentic narratives of our hundreds of school children, as they pass on, year by year, through the several stages of school progress.

Condition of the Schools. — This we ascertain from private and public examinations — from frequent visitings, as the State law requires, and the annual visitations and examinations, as ordered by the school board.

ANNUAL EXAMINATIONS.

BEACH SCHOOL.

CLARA WOODBURY, Teacher. Salary, \$200.

Examination, Tuesday, A. M., February 14th.

School Divisions and Studies. — Five classes in arithmetic, five in reading, and three in geography.

Whole number of scholars during spring term, 47; summer, 49; fall, 50; winter, 51. Number of scholars at the close of the year, 51. Average daily attendance — spring term, 30; summer, 45; fall, 43; winter, 40. Average age, $7\frac{1}{2}$ years. Number of scholars completing each term, with five days' absence, or less — spring term, 27; summer, 24; fall, 20; winter, 26. Foreign pu-

pils, 10. The present teacher has had charge of the school one year and two months.

The general spirit and activity of this school has been evidently progressive during the year. The improvement has been seen in several respects; namely, attention, articulation, and discipline. The note has been, and is, "onward." The school is less miscellaneous than it has been. This is an advantage. It has a larger primary element than a year since. After the leaving of the first class for the grammar school, it will be in effect a primary school of the first grade.

The first class in arithmetic has completed and reviewed one hundred and twenty-six pages in Colburn's Lessons; second class, ten sections; third class, seventy-six pages; fourth class, four sections; fifth class, the multiplication table. The recitations of these classes were entirely satisfactory.

The first class in geography had completed Cornell's Primary Geography, and were familiar with every part of the text-book. The second class had finished sixty lessons; the third, forty-one. The five classes in reading have made commendable progress, especially in articulation.

The spelling, in all the classes, was uniformly good. It will be observed, from a comparison with last year's report, that the regularity of attendance has been somewhat augmented; also, that the number of foreign pupils has decreased. Advanced to the grammar school, the first class in reading, arithmetic and geography — six pupils; average age, eleven years.

FARM SCHOOL.

MARY L. HUGGINS, Teacher. Salary, \$162.

Examination, Tuesday, P. M., February 14th.

School Divisions and Studies. — Four classes in reading, two in spelling, one in geography, two in grammar, and four in arithmetic.

Whole number of scholars during the summer term, 37; fall, 33; winter, 29. Average attendance during summer term, 32 14-15; fall, 25 7-36; winter, 19 13-34. Number of pupils completing each term, with five days' absence, or less — summer, 26; fall, 9; winter, 5. Average age of the pupils, seven and seventeen twenty-eighths years. Foreign pupils, thirteen.

Upon the resignation of Miss LAURA A. ROBERTS, after a very faithful service of two years, the present incumbent was appointed by the Committee, as the teacher of this school, at the commencement of the fall term.

Miss HUGGINS is a graduate of the Dwight School, Boston, and was a medal scholar of that school. Her examination gave the Committee ample evidence of her title to the enviable position she held in her class at the time of her graduation. The school under her charge, as will be observed by a glance at the statistics, has undergone important changes, as to numbers and regularity of attendance.

The first and leading class of the school was entirely broken up at the commencement of the winter term, by removals and absence from town.

On the day of examination, we found three intermediate and grammar scholars, who appeared well in all the studies they had pursued.

First, second and third classes in arithmetic were examined; also the first and second classes in geography.

Leaving aside the very few older pupils, we found the school in rank with a primary school of the infant grade.

The great irregularity of attendance, observable in the statistics, is accounted for by the fact that very young children, living at a considerable distance from the school-room, must, through the cold season, be detained quite often, by reason of storms and bad walking. The average attendance in the summer and fall was very high — about ninety per cent.

The Committee have pleasure in commending the teacher for her assiduity and success under her embarrassments, and would express the hope and expectation that she will be rewarded with a larger attendance of pupils as the season opens.

The lowest arithmetic class had completed one hundred and thirteen pages in Tower's; the highest, one hundred and sixty pages; the class in Colburn's, ninety-nine pages. One class in Cornell's Intermediate Geography had completed seventeen lessons, or pages. The class in Weld's English Grammar had completed forty-one pages; the class in Tower's Elements, thirty-one pages. The class in Sargent's Smaller Speller, forty pages.

PRIMARY SCHOOL.

CLARA B. INGALLS, Teacher. Salary, \$225.

Examination, Wednesday, A. M., February 15th.

School Divisions and Studies.—Seven classes in reading, two in arithmetic, speaking and singing.

Whole number of scholars during the spring term, 60; summer, 60; fall, 66; winter, 67. Average attendance during spring term, 48; summer, 49; fall, 50; winter, 50. Whole number of pupils at the commencement of the current year, 45; at its close, 67. Average age, $6\frac{11}{12}$. Number of scholars completed the terms with five days' absence and less—spring, 25; summer, 33; fall, 17; winter, 11. Present teacher in charge of the school three years.

The proper name of this school is the Infant Primary, the average age is so low. All that the Committee desired and hoped for in this department has been accomplished. The alphabet, easy words and sentences, reading and spelling, in the beautiful new books introduced the past year, have been thoroughly taught this interesting group of sixty-seven. Leaving out of the question the first and second classes in reading, and the class in the multiplication table, the nursery, play-house and garden would be the most desirable places for these sweet children. Five-sixths of the sixty-seven are infants, in the school sense.

Were it possible, there should be no change brought about in this school, by advancement to the intermediate room, for the present year; but necessity knows no law, and, by reason of the outside pressure of the multitude of fives, we find ourselves compelled to lead off the first class into the next room. We had ample evidence, from the wakefulness of the little crowd of sixty-seven, the briskness with which they repeated the alphabet, read, spoke and sung, that the teacher had one art, if no other, namely, the energizing art. Their powers of perception and memory have been kept alive and quickened.

In an infant school we do not expect intellectual progress. The teacher has been ingenious in doing so much to interest this little throng.

Our judgment is, that an infant and primary school room should be filled with maps and pictures. In elementary instruc-

tion we should not confine the attention of the child to the printed page. "Children love variety, and must have it, in school." With tablets, maps, slate and blackboard, the teacher has not much need of text-books, for the first months of the child's school life.

Advanced to the intermediate room, fourteen. Average age, eight.

INTERMEDIATE SCHOOL.

JANE M. MARTIN, Teacher. Salary, \$225.

Examination, Thursday, A. M., February 16th.

School Divisions and Studies. — Four classes in reading, four classes in arithmetic, and two classes in geography.

Whole number of scholars during the spring and summer terms, 58, 54; fall and winter, 56, 57. Average attendance during the spring and summer terms, 48 1-12, 41 1-40; fall and winter, 43 2-3, 39 4-55. Whole number present at the opening of the present year, 58; at its close, 57. Average age of pupils, nine and one-fifth years. Number of foreign pupils, one.

This school is but a primary of the highest grade. There have been properly but two intermediate classes in this room the past year; and, had we ability and space enough to manage the increasing and pressing throng of the fives, up to the eights and nines, there should be no change in this school for this year. But we must yield to this uncontrollable pressure. This body of youthful aspirants march up to our doors, and demand an entrance, and what can we do?

The appearance of the school gave us demonstrative evidence that the teacher and scholars had been industrious, and in a commendable degree had overcome the embarrassments under which the school has labored for the last two years. For two years the school has been wanting in an enterprising intermediate class, and for the reason that the first classes have been crowded out to make room for the lower classes that knocked so loudly upon our doors. And thus the knife has been applied so often, and so thoroughly, that the tree has not had sufficient time to grow. We hope this process is over, and that the fruit buds will be allowed to mature, and reward the teacher for her honest toiling.

Of the lower classes in reading, spelling and arithmetic, we remark that these were fully up to the average standard of scholars of that age. The first class in arithmetic had completed and reviewed twelve sections in Colburn's Lessons; second class, four sections; and from our knowledge of these classes, as well as from their examination, we are satisfied that they are very thorough in what they profess to know.

In geography, the recitations were excellent. The first class had mastered the book — Cornell's Primary Geography. The second class were well drilled in that portion of the text-book which they had studied and reviewed. Both of these classes were familiar with the several outline maps.

The reading and spelling of the first and second classes were good. The selections and singing gave great interest to the occasion, and especially the fact that so many voices of the boys were heard in some of the songs.

The progress of this school has been healthful and steady, if not rapid, and the faithfulness of the teacher unquestioned. There has been great regularity of attendance on the part of many of the pupils. During the first half of the year, the average attendance was several per cent. higher than last year; during the last half of the year, one or two per cent. less. The prevailing disorder among the children has disturbed somewhat the regularity of attendance of this as well as the other schools of the town. We predict for the teacher a pleasant and successful year of school service.

Advanced to the grammar school, fourteen. Average age, ten.

GRAMMAR SCHOOL.

FREDERICK O. ELLIS, Principal. Salary, \$700.

L. C. MARTIN, Assistant. Salary, \$225.

Examination, Thursday, P. M., February 16th, and Friday, February 17th.

School Divisions and Studies. — Five classes in reading, four in grammar, four in geography, seven in arithmetic, two in algebra, one in philosophy, one in astronomy, two in history, one in Latin, one in composition, one in declamation.

Whole number of scholars during fall and winter, 101. Whole

number, fall, 85; winter, 96. Average daily attendance — fall, 59; winter, 73. Percentage of attendance, fall, 76; winter, 83. Average age of school, $13\frac{1}{2}$ years. Number of scholars over fifteen years, 33. Number present at annual examination, 74. Number of parents and friends present, about 175.

Present teacher has had charge of school five months.

While we regretted the resignation of Mr. MERRITT, who had been with us several years, we were fortunate in securing the services of the present teacher, who came to us with the most satisfactory papers from the principal of the Normal School at Bridgewater, of which he was an honored graduate.

Mr. ELLIS entered upon his duties with the most hearty approval of every member of the Committee; he did so with some degree of hesitation, yet he had a resolute determination to accomplish all within his power for the advancement of the school. His efforts have been unwearied, and his success is not doubtful. His relations to the school, thus far, have been eminently happy; and in the brief time he has been with us, he has won our esteem and confidence, the affection and respect of his pupils, and the kindly sentiments of the people at large.

His assistant is so well known that she needs no introduction or endorsure on our part. And yet it is proper to state, that for several years she has been exerting an influence on the minds of our school children, that is now being seen and felt in the maturity and scholarship of some of the best minds in the school. If possible, her love of teaching, and her success in so distinguished an art, have been, during the winter, more marked than ever.

The classes were examined in the following order:—

Thursday, P. M. — Fifth class in reading; fourth class in reading; fourth class in arithmetic; first class in arithmetic; third class in geography; fourth class in grammar; first class in grammar; second class in history; second class in algebra; first class in reading.

Friday, A. M. — Fourth class in geography; sixth class in arithmetic; fifth class in arithmetic; third class in grammar; second class in geography; third class in reading; third class in arithmetic; second class in arithmetic.

Friday, P. M. — Second class in reading; second class in ge-

ography; second class in grammar. Dialogue on "Writing Compositions," by A. J. Wilkins, L. E. Delano, Mary Phillips, and L. A. Burrill. Declamation, by B. G. Ingalls. First class in history; first class in algebra; class in astronomy. Compositions, by Ella F. Wilson, Sarah C. Gilbert, L. J. Holden, and Louisa E. Ingalls. Class in philosophy. Declamation, by George F. Colcord. Compositions, by S. E. Stanley, C. J. Holden, and M. F. Ingalls. Dialogue — "Value of Knowledge," — by L. J. Holden, L. E. Ingalls, H. A. Mudge, Alice E. Holden, Ella F. Wilson. Declamation, by F. E. Ingalls. Valedictory, by Sarah C. Gilbert.

The fifth class in reading — an intermediate class — cannot expect much advance so long as this book is used. It will soon have Sargent's Reader.

The fourth class in arithmetic was examined in fractions of compound numbers, decimals, and per centage. The answers given indicated a fair knowledge of these puzzling rules to young scholars.

First class in arithmetic. The first division of this class were present — three boys — and were examined in ratio, proportion, compound interest, and discount. The Committee did not require the working out of problems on the board, as neither time nor the good result of such tedious processes would warrant it. The scholars were required to explain each proposed question, and show how the work might be done — often a more difficult exercise than to do it. A perfect familiarity with the principles of these rules was apparent.

The good effect of constancy, perseverance and application to study, for a series of years, is plainly seen in this division. The second division of the class was absent.

The third class in geography was examined in geographical definitions, description of maps, and description of a part of North America.

The fourth grammar class was examined in the rudiments of language.

The first class in grammar is an honor to the school. The ease and correctness of these scholars, in analysing and parsing the most difficult parts of the text-book, were truly worthy of high commendation. An advanced class.

The second class in history was examined in American history, as far as the Revolution,—particularly in what related to the discovery, settlement and progress of the United States of America. This class was examined by topics. The accuracy and intelligence of the answers given indicated a complete knowledge of the chief events in American history.

The second class in algebra was questioned on the uses of the science—its merits as compared with arithmetical science. The answers were clearly and promptly given. Problems were wrought out on the blackboard.

First class in reading. This class has attained to that style of reading we have so long desired. There was a deliberation and emphasis that betokened an understanding of the passage read. Words and sounds were analysed by the class to our great satisfaction. A beautiful song closed the exercises of the afternoon.

Friday, A. M.—The fourth class in geography was examined in South America—in map questions and the descriptive part.

The sixth class in arithmetic—an intermediate class—was examined in Colburn's.

The fifth class in arithmetic was examined in the fundamental rules of written arithmetic, in compound numbers, and fractions. A good class.

The third class in grammar was examined in the principles of this science. Correct in recitation.

The second class in geography was examined in North America, map questions and descriptive geography. Most excellent.

Third class in reading. Good readers.

The third class in arithmetic was examined in reduction and fractions. Good class.

Second class in arithmetic; examined in decimals, ratio, proportion and square-root. This recitation was fully illustrated by figures drawn upon the board.

Second class in reading; very superior class. Articulation, emphasis, and apprehension of subject observable. Spelling good—no errors.

First class in geography. Examined in Europe; very excellent. Map delineated on the board—fine specimen of map drawing.

Second class in grammar. Examined in analysing and pars-

ing; most intelligent class,—especially so in the structure of language and sentences.

History class—first and second divisions; a most excellent class. The first division was examined in English history, from the earliest times down to the conflicts the mother country had with the American colonies.

The second division was examined in the American Revolution. This class has studied history to some purpose; answers were framed from an absolute knowledge; examined by topics as before.

First class in algebra. Examined in the principles and application of this science to the solution of problems, where there are one or more unknown quantities. Square-root was clearly explained, as worked by algebraic signs.

Class in astronomy. Eclipses illustrated by a well drawn diagram on the blackboard. The orbit of the moon and her phases were also finely illustrated by diagrams on the board; phenomena of the tides, &c. These figures were drawn by the pupils of this class—an advanced class.

In this connexion, the Committee would remark on the importance of cultivating the talent of drawing. We noticed some fine specimens of map drawing, both on the blackboard and on paper, in connexion with the geographical recitations.

Class in philosophy. Examined in constitution of matter; accessory properties of matter; physical forces; properties of the air; the connexion that air has with motion and organization; pressure and elasticity of the air; descent of falling bodies; laws of descent, &c.; pulleys; wheel and axle; law of equilibrium; electricity—the leading phenomena of; the electrical machine explained; miscellaneous electrical experiments; air pumps explained—experiments with.

The above exercises, as thus briefly referred to, were enlivened by short essays, and declamations, and singing. The subjects of these essays were well selected and well treated. The declamations were better than we are accustomed to hear.

The advanced class in this school, in all the common and higher English branches of study, manifested a completeness of knowledge that was very gratifying to the Committee and others.

The aim and intent, on the part of the teachers, had been

definiteness and *quality*, rather than a showy indistinctness and *quantity*. In this respect our views have been met, and we gratefully witness the result.

REMARKS UPON ANNUAL EXAMINATIONS.

The school equation has been completed. The condition of the schools was the unknown quantity sought. Now it is well known. The anxiety of teachers, scholars, committee and parents is at an end, so far as the past year is concerned. Our responsibility ceases with having performed our duty. In conversing with one of our long-trying teachers, in regard to a case of discipline, the reply was — “My conscience is clear.” If we can all say *that*, in reference to the discharge of our school duties, what more could have been required?

These yearly examinations occupy the last week of the winter term. They are not intended to be exhibitions, but an impartial survey of the several schools. During the year there have been connected with the several departments of instruction three hundred and fourteen pupils, being about fifty-two scholars to each teacher. Every grade of scholars has been found here, from the A, B, C, D's up to the X, Y, Z's. Here are furnished the extremes of school-life, and the changes that are effected in the course of eight or ten years under our methods of instruction. These are marvellous, when you take the habits and propensities of our nature, the influences and the various ills of life, into the account.

Education is a struggle with nature, and is accomplished by an outside pressure or influence. In looking at these scholars, and observing their progress through a series of years, we have some idea of the amount of labor necessary to educate a single mind. The interior of a school-room, and the study of the faithful teacher, must be and are places of earnest and efficient labor.

In making up an estimate of the schools, the scholarship and success of the pupils, we should not judge simply from the examinations; for it is sometimes true that on such public occasions, an excellent and faithful scholar may fail for want of self-possession, while a second-rate scholar, of less ability and acquirement, succeeds, because he has more courage and presence of mind. And yet it is proper to state, in this connexion, that we strive to make

these examinations a test of the progress and condition of the schools. The course pursued is, to examine fearlessly the several classes as they appear before us, in any portion of the text-book they have studied and reviewed in the course of the year; and thus it becomes an impartial exhibit of what has been done.

In every case, the schools and the several classes were given up into our hands, with a generous confidence and ease that betokened a good conscience on the part of earnest laborers. And as generously would we give back the schools, and confide the education of our children to such teachers, believing that what has been done the past year is an *earnest* of their future success.

A proper estimate of the teacher's employment is needful, in order that the parent may truly be in sympathy with him or her. In this connexion, we urge the attention of parents to this subject, remarking that we are not always aware of the good effect that expressions of interest and respect may have upon a teacher's mind. In every way possible, interest yourselves in the teachers of your children. Think of their excellencies—never magnify their defects. Bear in mind always the difficulties they are obliged to contend with—that they have the same human nature that possesses yourselves, and that all men are imperfect. Be familiar with the school-room, and with the studies of your children. Indeed, the parent should not complain of a bad school so long as he is a bad school-master himself. Good schools at home ensure good public schools. You may have what laws and institutions you please, if the proper nurture is wanting at home, however excellent these may be in themselves, their influence will be much restricted. No public school can attain that rank we desire, until every family shall heartily co-operate with judicious efforts made for the progress of the children.

Two general influences are needed for the continued success of our means of instruction. First, a "good general system, established by law." Second, "the active support of the people." The one we have, under the healthful and beneficial laws of the Commonwealth; the other we may have, it is hoped, more sensibly than at present.

We may aid popular education, also, by means of addresses and conversations, and by establishing and perpetuating well-selected libraries. The common good of the people requires that the

minds of the children should be educated. As some author has said, "Our dearest privileges, and our most necessary enjoyments, are dependent on the general diffusion of knowledge," and not on this merely, but on the education of the mind. Every virtuous and intelligent man is a pillar of society; a prop of order and law; of good principles and habits; a friend of the country, and, of course, our friend, "a friend of our children, and of all who shall come after us."

In connexion, then, with our yearly survey of the schools, the above hints and reflections may have a meaning that they could not have at another time, and hence we have offered them.

Brief and Fragmentary Remarks on Modes of Education and Disciplinary Treatment.—We must treat the mind of a child as it is. His mental powers are in an unformed state, and there are various faculties in vigorous action in that mind, that must be seized upon if possible as mediæ of intellectual knowledge. Thus the perceptive powers are always busy—and the child's attention should be called to such objects as will tend to expand and educate the mind. So the memory is at work, silently but constantly heaping up its little treasures, just as the hands are busy in arranging the small matters of the play-house of childhood. The memory of the child works independent of the reason, and he remembers many things that he fails to understand. These things, at length, may be made to him useful in after life. But in matters of study, it is injudicious to press a child on, in class recitations, beyond what he can comprehend. Thus, in arithmetic and grammar, he should be urged no farther than he can be made to know distinctly what he is doing. So it is great folly for an immature mind to undertake to write on a theme beyond its powers. Some well known topic should be taken, that his attention may be devoted to "style and diction."

More attention should be paid to phraseology and pronunciation, during the early school life of our children. Many vulgarisms and ungrammatical expressions may thus be corrected and avoided. It is a well known fact that the English people take the precedence of all modern nations, in clearness and precision of verbal expression; and the reason is owing to their thorough discipline, in matters of this sort, in early life. The education

of our children is defective in this respect, and should be corrected.

In English writings you will rarely find "hollow phrases," and "idle repetitions," as we often do among our writings. We must begin right if we would end right.

Morals and Religion. — The close connexion that these have with our common school education has not been discussed as it should have been, and as it must be in our land — for every "sound theory of education" recognizes the importance of educating the mind as it is. Now the human soul is made up of moral and religious powers, as well as intellectual, and when the teacher would instruct, completely, a given mind, he must remember that the being before him has feeling and will as well as intellect! Now the highest function of a teacher is to reach those hidden affections and will, and, if possible, so to dissect them that he will be able to control them by a "tone" or "gesture."

This is the highest success in the art of education, namely, to get such a control of the entire mind, that you may lead the pupil at will. Some of the older nations have excelled us in this respect. We must not be such eager advocates for the exclusively intellectual method of instruction, as to forget the cultivation of the "heart and will."

Limitation of Studies. — What shall be the limit of studies in the school-room? This may be answered by proposing another inquiry — What is the object of study? It is possible to have so many studies in the school-room that a bewildering and debilitating influence is exerted on the mind of the pupil — therefore, multiplicity of studies, and the crowding the mind with such a variety of subjects at one and the same time, should be avoided.

The material of instruction should be so abridged that, from the elementary school up to the graduating school, the scholar may at any time make use of this material to aid him in the pursuits of life — this should have a direct reference to his future, when school days are over. A person with limited, but certain acquirements, is worth to himself, and to society, more than one who has a smattering of everything and knows nothing in par-

ticular. The chief thing is, so to discipline the mind of the pupil that he will "know how to learn."

A man better at once confess his ignorance, than to talk nonsense — so a pupil better learn well Colburn's Lessons than to get a foggy idea of general mathematics. A class better have a definite idea of North America, than undertake to learn something of several of the other divisions of the earth. An exact knowledge of one subject will give that mind a power to acquire in other directions at pleasure. Be it remembered, it is *not*, then, the number of pages passed over in a given time, or the variety of studies treated during the year; but it is the *manner* in which a given amount of study *has been* accomplished.

Capacity of Children. — There is a great difference of capacity among children. This should be a consideration in making up the result of a tutor's work in the school-room. Here are two boys or girls of unequal capacity — the one can accomplish a given problem in half an hour, the other in an hour. Now shall we bestow the meed of praise on the one that has a "special aptitude," and "superior ability," the result of "peculiar endowments and inclinations," any more than upon the less favored, but none the less laborious, industrious and correct? By no means; the latter deserves the higher praise, for he has accomplished, under greater difficulties, a task that was *no task* to the other. While we admire and bow before genius, we must respect and honor earnest labor.

The teacher cannot make the mind of the pupil, but he may do much in the way of imbuing his mind with a love for knowledge, and an ardor in his studies. But parents should not feel that the teacher of necessity is in fault, if the scholar is deficient in his studies — for, from dullness or indifference, he may withstand every effort made in his behalf.

Changes of Books. — The Committee have, during the year, made an entire change of reading books. We have been using, for a series of years, Tower's Books. We judge the present Readers very much superior to those — much better adapted to children than any series of books we have ever met with. The expense to each scholar has been very trifling.

The following is the State law with reference to books. (See Chapter 93 of General Laws, page 12, session 1859): —

SECT. 1. The school committee of each city and town shall procure, at the expense of said city or town, or otherwise, a sufficient supply of school books for the public schools therein, and shall give notice of the place where such books may be obtained; and the books shall be supplied to the scholars at such prices as merely to reimburse the city or town the expense of the same.

SECT. 2. No change in the school books used in the public schools shall be hereafter made, except by the unanimous consent of the school committee of the city or town in which such change is proposed: *provided, however*, that whenever the school committee shall consist of a greater number than nine, and questions relating to school books shall be entrusted to a sub-committee of the same, the consent of two-thirds of said sub-committee, with the concurrent vote of at least three-fourths of the members present, at any meeting of the board called for the purpose, shall be requisite for such a change.

SECT. 3. Whenever a change is made, as provided by the second section of this act, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same, by the school committee thereof, at the expense of said city or town.

By the present arrangement, there is a saving in the expense of the school books of about twenty-five per cent.

An Additional Primary. — We shall be obliged, in the course of this year, to look this matter in the face, and answer the question — When and where shall it be established? In case a Town House *should* be built, and suitably located for a school of this grade, on or near the present Depot street, a room in such building might be devoted to such a purpose.

An Adult Winter School. — The Committee would call attention to the following State law on this matter. (See Chapter 189, Acts of 1857): —

SECT. 1. Any city or town in this Commonwealth may establish and maintain, in addition to the schools now required by law to be maintained therein, schools for the education of persons over fifteen years of age; and may determine the term or terms of time in each or any year, and the hours of the day or of the evening, during which said school shall be kept; and may also appropriate such sums of money as may be necessary for the support thereof,

SECT. 2. Whenever any such school or schools shall be established, the school committee of such city or town shall have the same superintendence over said school or schools, in all respects, that they now have over the schools of said city or town; and shall also determine what branches of learning may be taught therein.

The necessity of such a school has been growing more and more apparent the last few years. It is especially so now, for the grammar school-room will be filled to its utmost capacity with those who are connected with the school the entire year.

Heretofore we have been enabled to render partial accommodations to a large number of pupils, who are only winter scholars; but it will be impossible for us to do this any more. There are various reasons for this, but the chief and controlling one is, that all our seats will be filled with yearly pupils.

What shall be done? — In answer to so important a question, we would recommend the town to empower the School Committee to establish such a school, if need be, and such terms of time be fixed upon, as the circumstances of the case may require.

An effort was made, during the past season, to establish such a school. Some twenty-five or thirty young men became much interested in such an arrangement, but most unfortunately were obliged to retreat for want of a suitable room. The expense of such a school would be very trifling, if we had a good and quiet room, where we could meet of an evening, for the purposes of instruction. If a Town Hall is erected, some convenient room might be fitted up for the purpose above named, in that building.

Closing Remark. — It is almost impossible to estimate too highly the work of faithful school teachers. Our able corps of instructors in their several departments, away from the excitements of life, and invisible to the popular eye, have been pursuing, steadily and successfully, their work on our beloved youth and children.

We make a record of gratitude to God for the continued lives of all our school children, during the past year.

TABULAR VIEW.

Schools.	Teachers.	Scholars.	Attend.
Farm School,-----	MARY L. HUGGINS,----	37-----	32
Beach School,-----	CLARA WOODBURY,----	51-----	43
Primary School,-----	CLARA B. INGALLS,----	67-----	50
Intermediate School,-----	JANE M. MARTIN,-----	58-----	48
Grammar School-----	{ FREDERICK O. ELLIS, } LOUISA C. MARTIN, }	101-----	83
Five Schools.	Six Teachers.	314	256

SCHOOL BOOKS.

GRAMMAR SCHOOL.

Reading.—Bible; Sargent's Third, Fourth and Fifth Readers; Sargent's Speller.

Mathematics.—Colburn's Mental Arithmetic; Greenleaf's Common School and National Arithmetic; Farrar's Arithmetical Problems; Tower's Intellectual Algebra; Sherwin's High School Algebra; Davies' Legendre's Geometry.

Writing.—Payson, Dunton & Scribner's Penmanship and Book-keeping.

Geography.—Cornell's Intermediate.

Physics.—Parker's Philosophy; Olmsted's Astronomy.

History.—Worcester's Elements.

INTERMEDIATE AND PRIMARY SCHOOLS.

Bible; Sargent's Second and Third Readers; Colburn's Mental Arithmetic; Cornell's Primary and Intermediate Geography.

Bible; Sargent's Primer, and First and Second Readers; Greenleaf's Primer and Arithmetic.

REGULATIONS OF THE PUBLIC SCHOOLS.

Regulations common to all the Public Schools under the immediate superintendence of the School Committee.

SECTION 1. The school-room shall be opened fifteen minutes before the time appointed for beginning school.

SECT. 2. The school hours shall be, for the morning, from nine o'clock to twelve, throughout the year; and for the afternoon, from two to five, from the first Monday in April to the first Monday in October; and from the first Monday in October to the first Monday in April, from half-past one to half-past four o'clock.

SECT. 3. Each instructor shall punctually observe the time appointed for opening and dismissing the schools, and shall make no occasional change from the regular hours, without consulting some member of the committee.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. An excuse, written or otherwise authenticated, must be brought by each pupil, for absence, tardiness, or dismissal before the appointed hours for leaving.

SECT. 6. Tardiness beyond five minutes shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half day, for every school; and for every primary school there may be an extra recess each half day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the committee, who alone shall have power to expel from privileges of the school, and to re-admit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another, without previous consent of the committee.

SECT. 10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the committee.

SECT. 13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that this register be kept at the school-room, for the inspection of the committee.

SECT. 14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town librarian, specifying the name of the book required, the child's name, the parent's or guardian's name, and the name of the street in which he resides.

SECT. 15. The spring term shall commence on the first Monday in March, and continue twelve weeks. After two weeks' vacation, the summer term shall commence and continue ten weeks, and to be followed by four weeks' vacation. The fall and winter terms shall be twelve weeks, and each followed by one week's vacation.

SECT. 16. The following holidays will be allowed, viz:—Wednesday and Saturday afternoons; days of Public Fast; Fourth of July; Thanksgiving Day and the remainder of the week; and Christmas day; and those instructors who may wish to attend the Essex County Teachers' Convention, will be allowed, *for this express purpose alone*, the two days in spring, and the two in the autumn, on which said convention meets. And no change in the regular days of keeping school is to be made, without previous consultation with the committee of the school.

SECT. 17. No subscription or advertisement shall be introduced into any public school without the consent of the committee.

SECT. 19. Scholars are not to be admitted to any public school without a certificate from some member of school committee.

SECT. 20. Any scholar who shall be guilty of defacing, or in any way injuring or damaging school houses or school furniture, or out-houses or fences, shall be subject to such penalty as the school committee shall ordain.

SECT. 21. Scholars are not to be admitted into the schools until five years of age.

SECT. 22. The above rules are to be *strictly observed*.

TEACHERS APPOINTED.

Vacancies shall be filled as soon as may be after the resignation of any teacher or teachers, but the annual re-election of all the teachers shall occur during the month of March, and their salaries fixed.

Annual examinations of the public schools shall take place in the month of February.

Respectfully submitted, by order of the School Committee.

J. B. CLARK, *Chairman*.

J. B. CLARK,	}	<i>School Committee.</i>
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